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ABSTRACT

The ready-to-use teacher notes and classroom activities included in this booklet are intended to foster information-gathering and self-awareness in junior high school students. While emphasis is placed on decision-making, these activities are intended to create an atmosphere of career exploration rather than commitment to occupational choices. The activity described in this booklet, job shadowing, is central to Canada's Career Week program. Activities 1 through 4 are designed to help students to develop the attitudes and thought processes necessary to integrate the information that they are exposed to in Activities 5 and 6. Students can use these skills throughout their lives to assess information and experience and to make choices as career options present themselves. These activities are presented: (1) My Fantasy Life at Age 25; (2) Analyzing the Fantasy; (3) Setting Goals; (4) Shopping for Career Skills; (5) Job Shadowing; and (6) Volunteers. Activities include such items as teacher notes, student exercises, and case studies. References are listed. (ABL)

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JOB SHADOWING

AN EXPLORATION OF CAREER OPTIONS FOR
JUNIOR HIGH SCHOOL STUDENTS



CANADA CAREER WEEK

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Job Shadowing

*An Exploration of
Career Options for
Junior High School
Students*

CANADA CAREER WEEK PROJECTS

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Introduction

JOB SHADOWING — the on-site pairing of students with tradespeople — is the focus of these Career Week classroom materials.

PURPOSE

The ready-to-use teacher notes and classroom activities included in this booklet are intended to foster information-gathering and self-awareness. While emphasis is placed on decision-making, these activities are intended to create an atmosphere of career exploration rather than commitment to occupational choices.

Activity Five—Job Shadowing—is central to this Career Week program. Students should be encouraged to consider Job Shadowing in the broader perspective of career choices. And as students explore, make choices, and are influenced by their decisions, they are teaching themselves.

SPECIAL AUDIENCES

These materials attempt to address some of the special concerns of handicapped students and of girls entering non-traditional occupations.

As evidenced in the case study of Derek in Activity Three, students with various needs all face the same career exploration issues. Success is more dependent upon motivation and attitude than on inherited or learned limitations.

TEACHER NOTES AND STUDENT ACTIVITIES

The focus of Job Shadowing, the central activity in these supplementary materials, and of Canada Career Week itself is on the apprenticeship trades. The majority of skills explored here, however, are generic and thus transferable to the on-going process of developing career decision-making skills rather than specific to choosing an occupation in the trades.

Activities One through Four are designed to help students develop the attitudes and thought processes necessary to integrate the information they are exposed to in Activities Five and Six. Students can use these skills throughout their lives to assess information and experience and to make choices as career options present themselves.

The skills exploited in each of the following Career Week activities are linked. Teachers may, however, delete exercises where they feel students have adequate grasp of the underlying concepts or where the activities seem too difficult.



Experience the job by doing.

ACTIVITY ONE

Teacher Notes

MY FANTASY LIFE AT AGE 25

OBJECTIVE

Using the headings and questions listed in Activity One Student Exercise, students will describe how they would like their lives to be at age 25.

PURPOSE

The questions under each heading are designed to guide student fantasies toward real issues affecting career choices.

CLASS TIME

Activity One should take 40 to 60 minutes. Preparatory assignments, such as having students explore their fantasies without guidelines, could enhance this activity. Fantasy questions left unanswered at the end of

the first period may be assigned for homework.

PREPARATION

Photocopy Activity One Student Exercise and have students assemble scrap paper and writing materials. Folders, looseleaf binders or notebooks, and art supplies are required. Magazines may be a useful source of visual stimulation for the career fantasy and its enhancement activity. You might want to play classical, new age, or futuristic instrumental music as background to this fantasy exploration.

EVALUATION

Evaluation of this creative task could be based on:

- student involvement and participation
- quality of presentation

ACTIVITY ONE

Student Exercise

MY FANTASY LIFE AT AGE 25

DIRECTIONS

Set up a blank lined page in your notes with the title **Activity One, My Fantasy Life at Age 25**. (You will be asked to set up a new page for each of the following numbered categories in this exercise.)

Think of five qualities that you like about yourself or five skills that you now have and list them in your notes.

Use the following headings and questions to outline your fantasy. Work fairly quickly and make sure you record your responses under the appropriate headings.

Use point-form, words, and phrases to express your ideas.

1) Location

As a 25-year-old you've done a lot of exciting things. You know you'll enjoy many new experiences in the years ahead.

Look at an atlas, world globe or the map below. Where in the world will you be living at age 25? Describe the climate and the location.



ACTIVITY ONE

Student
Exercise cont.

MY FANTASY LIFE AT AGE 25

2) Housing

Think of the housing choices you have. Apartment? Town house? Duplex? What kind of housing will you be living in at age 25? Is your home in the country or the city? Do you share it? With whom?

3) Transportation

List the options available in your fantasy world. Describe the features and advantages of one private and one public transportation option.

4) Heroes

Choose one or two people you admire. You may choose an adult (parent or teacher), a friend, or a character from a novel, short story, movie or TV show. Make a list of the things you like about that person.

5) Recreation

What types of sports or entertainment activities are you involved in at age 25? What facilities are close to where you live?

6) Relationships

How much of your free time do you spend with your family? With your friends? Where did you meet your friends? How many friends do you have? Are you married or single? Any children? What kind of pet do you have?

7) Work

You are a talented 25-year-old. Which of the following

skills are you using and developing at work or during your leisure time? Copy these skills into your notebook and add any other skills you think of.

reading

dancing

listening

leading

teaching

flying

exploring

fixing things

playing hockey

using computers

writing

public speaking

working with numbers

Identify your physical work environment. Indoors or outdoors? Home or office? Travelling from place to place? At a desk? In a vehicle? Standing, sitting, or walking around most of the time?

Identify your social work environment. Alone? Small or large company? Age and education level of your co-workers? Who are the people you serve?

8) Fantasy Week

Complete your notes. Then write a letter to a friend or relative. Describe how you spend a typical week in the world you've created for yourself.

FOLLOW-UP

Create a mural or collage of your fantasy with pictures from magazines or with your own drawings.

Research the costs of your fantasy home, transportation, and recreation. Use today's prices.

Use a computer to word-process your letter to your friend.

ACTIVITY TWO

Teacher Notes

ANALYZING THE FANTASY

OBJECTIVE

Activity Two extends the creative process begun in the preceding fantasy. Students will review the information they identified in Activity One and attempt to describe why their fantasies are important to them.

PURPOSE

The purpose of Activity Two is for students to identify the key words that correspond to the choices they made in their fantasies.

The struggle to accurately express oneself is an important part of the career decision-making process.

CLASS TIME

Allow 20 minutes for each of Exercise A and Exercise B. For Exercise A, students should work quickly and spontaneously on their own. For Exercise B, students can work in groups to identify keywords that describe their fantasy choices.



Good instruction is basic to learning.

PREPARATION

Prepare an overhead of the following examples to demonstrate Exercise A and B then photocopy Activity Two Student Exercise.

EVALUATION

To evaluate student performance, compare Exercise A answers with corresponding word choices given in Exercise B. Students who have made unusual choices should be asked to justify their choice to classmates.

EXAMPLES

Transportation

When I'm 25 I'll be driving a red, 4-door, Japanese compact. I chose this car because it's sporty, easy on gas, and I can take friends with me to rock concerts and on camping weekends.

My fantasy suggests that I find the following things important:

<i>thrift</i>	<i>status</i>
<i>being active</i>	<i>freedom</i>
<i>friendship</i>	<i>music</i>
<i>being practical</i>	<i>outdoor life</i>

Heroes

One of my fantasy heroes is a character named Spock. He appeared in a TV and movie series called Star Trek. I admire Spock because he's very smart. Sometimes he's so smart he bothers people by being right all the time. But he often gets his fellow crew members out of trouble and his friends trust him. Occasionally he makes an illogical decision. Then his friends make fun of him and he does not get mad.

My fantasy suggests that I find the following things important:

<i>intelligence</i>	<i>loyalty</i>
<i>trust</i>	<i>humor</i>
<i>humility</i>	<i>tolerance</i>

ACTIVITY TWO

Student Exercise

ANALYZING THE FANTASY

EXERCISE A

Review your notes and the fantasy letter you wrote in Activity One. Now answer the following questions. Leave about six blank lines under each answer that you write.

1) Location

Why did you choose this place? How far is it from your parents' home? From the home of your best friend?

2) Housing

What do you like best about the home you have chosen to live in at age 25?

3) Transportation

What type of car did you choose? Why?

4) Heroes

Which of these qualities do you have as a 25-year-old? Which do you have now?

5) Recreation

Why do you like these activities?

6) Relationships

List the personal qualities of a friend that are most important to you.

7) Work

Which of the activities you listed makes you feel lighthearted? Why does your physical and social work environment appeal to you?

EXERCISE B

Review each answer you gave in Exercise A. Your answers to Exercise A show some of the reasons why your fantasy choices are important to you.

The key words below are sample code words, or shorter ways of describing what you hold important. This is a sample list. (You may think of other words to add to the list.) Your task now is to select the key words that correspond to each of the answers you gave in Exercise A.

List these words in the space you left under each question.

<i>thrift</i>	<i>friendship</i>
<i>loyalty</i>	<i>wealth</i>
<i>fitness</i>	<i>freedom</i>
<i>respect</i>	<i>being active</i>
<i>music</i>	<i>trust</i>
<i>humility</i>	<i>humor</i>
<i>honesty</i>	<i>intelligence</i>
<i>health</i>	<i>family</i>
<i>communication</i>	<i>tolerance</i>
<i>popularity</i>	<i>human rights</i>
<i>success</i>	<i>advancement</i>
<i>democracy</i>	<i>creativity</i>
<i>the sciences</i>	<i>ethics</i>
<i>scholarship</i>	<i>maturity</i>
<i>compassion</i>	<i>fun</i>
<i>accuracy</i>	<i>spirituality</i>
<i>self-esteem</i>	<i>relationships</i>
<i>influence</i>	<i>recognition</i>
<i>security</i>	<i>new experiences</i>
<i>workmanship</i>	<i>morals</i>

ACTIVITY THREE

Teacher Notes

SETTING GOALS

OBJECTIVE

In Activity Three students will read a case study and fill out a sample goal chart. Then they will apply the self-knowledge gained in preceding activities to a goal-setting exercise.¹

PURPOSE

Success in any endeavor, particularly in the long term, is more likely if choices are made as part of an overall plan or strategy. Attitudes influence the way people attempt to have their needs met and achieve their goals.

Desired outcomes *Fantasy or ideal?*

Beliefs *Why is that dream so important?
(value)*

Process *How would you like to achieve that
outcome?*

Structure *What tools or information do you
need to make the dream work?²*

Income usually remains the most significant factor in occupational choices. Our transitional economy, which is characterized by entrepreneurship is, however, forcing individuals to consider their own personalities and goals when making career decisions.

CLASS TIME

Allow students about 40 minutes to work through this goal-setting technique.

PREPARATION

Photocopy *Case Study: Derek* and have students read



Demonstration shows proper procedures.

it. Form students into groups before they start writing their personal goals using the sample goal chart below.

SAMPLE GOAL CHART

Long-Term Goal	<i>Develop the interests and friendships necessary to have an active, satisfying social life</i>
Intermediate Goal	<i>List places where I can meet people Learn one new social sport List my strengths Overcome shyness</i>
Short-Term Goal	<i>Sign up for golf lessons Talk to one new person each week</i>

EVALUATION

Student goal charts should show a logical progression from short term to intermediate to long term goals.

ACTIVITY THREE

Teacher
Notes cont.

CASE STUDY: DEREK

Derek is a Grade 11 student. Recently he realized that he will soon be out of school. To him this means he will have more time on his hands. It also means that he will have less contact with the teachers and friends with whom he has spent most of his life.

Like all of us Derek has some limitations. His limitations include visual impairment and cerebral palsy which means that he uses a wheel chair. His excellent communication and computer skills helped him carry out the research assignment that his counsellor gave him.

Derek's counsellor, Sharon, looked through the telephone book and gave him the phone numbers of two career specialists. One number put Derek in touch with Lance. Lance found it fairly easy to help because Derek had a specific problem. He needed information. At Lance's office, Derek employed his skills to access appropriate computer programs.

Besides gaining information about what his career options are, Derek established a valuable contact.

Lance was impressed by Derek's initiative. He may be able to help Derek again when he is actually looking for a job. Derek's resolve to pursue his goal is stronger due to the positive response Lance gave him.

His next phone call was to Brenda, the career counsellor at a local community college. They met and talked about the high school program requirements for college entry. Together they decided that he should keep his options open.

Derek asked for help. He also took the risk of making appointments with busy adult professionals. These were new experiences for him.

Identify some of the key words that describe Derek's goals and behavior.

What do you think Derek has learned so far from his career exploration?

What skills and attitudes does he have that helped him get the information he needed?

DEREK'S CAREER STRATEGY

The information shown is what Derek learned from his special career exploration project.

Long-Term Goal:

Build a career that allows me to use my talents

Intermediate Goals:

Develop more effective study habits

Get better marks

Manage my time better so that I have more time to paint

Graduate from high school with a general diploma

Gain entry to a community college program

Short-Term Goals:

Find the information I need

Ask for help in gathering information

Make appointments with Brenda and Lance

Select the necessary courses for a general diploma

Study an extra half-hour each day

ACTIVITY THREE

Student Exercise

SETTING GOALS

You and your classmates have similar needs for things like food, clothing, shelter and friendship. The way each of you tries to fulfil your needs will vary according to your individual preferences.

As a junior high school student, you are starting to have more control over the way you live your life. In other words, you are already making decisions which will affect your career choices. Learning how to identify your preferences and using them to set goals has important career benefits.

DIRECTIONS

Read *Case Study: Derek* and *Derek's Career Strategy*, then answer the questions as directed by your teacher. Discuss how Derek's short term, intermediate, and long term goals link together.

GOALS

- are route maps;
- build a sense of identity (what you do influences who you are);
- increase self-esteem (you gain confidence when you achieve the goals you set).

Turn to your notes for Activity Two, Student Exercise B where you listed the key words reflected in your fantasy.

Choose either the *Relationships* category or the *Work* category and write your own sample goal charts.

REMEMBER

Goals can include new skills to learn or skills to improve. You can change your charts as you achieve your goals or when you find that your goals have changed.

FOLLOW-UP

Review your goal charts at various times during the school year. For example, just before Christmas break, spring break, and at the end of the school year.

ACTIVITY FOUR

Teacher Notes

SHOPPING FOR CAREER SKILLS

OBJECTIVE

Students will simulate a career skills shopping mall. Then they will shop for the skills they may need to achieve the goal(s) that they outlined in Activity Three.

PURPOSE

This exercise is designed to expand student awareness of sources for career skills, information, and training. It is also intended to help them apply the goal-setting skills introduced in Activity Three and to form the basis for Activities Five and Six.

CLASS TIME

Allow 40 to 60 minutes.

PREPARATION

Supplies: recipe cards, felt pens, newsprint, balloons, string, assorted small boxes, colored construction paper, and T-shirts, aprons or vests to be used as shop uniforms.

Form students into groups. Assign one of the following shop categories to each group: *Books, School, Office, Home and Friends, Volunteering, and Clubs, Sports and Hobbies*. Explain that each group is to set up a shop that "sells" career "goods" or "products" (information, skills, or training). They must first list at least ten products that shoppers could expect to find in their stores. (Different shops may stock some of the same items.) Each shop must create a written stock list to hand out to student shoppers.

Next they must stock their stores with enough items. Stock items can be created by simply labeling strips of paper, balloons or small boxes. Or, students may use colored construction paper to cut out stock items.

A group of mall managers may be assigned the following tasks:

- setting the room up into shops
- creating both individual signs and a mall directory as students name their shops
- collecting and distributing supplies and objects to be labeled as products

This will leave other groups more time to do research and brainstorm.

Groups may create any shop name they like. Each shop name must include one of the following words: *Books, School, Office, Home and Friends, Volunteering, Clubs, Sports, and Hobbies*.

SAMPLE PRODUCTS

Books: *libraries, private book collections, Alberta Career Centres, professional associations, career manuals, maps, telephone books, the Canadian Classification and Dictionary of Occupations, university and college calendars, pamphlets, encyclopedias, how-to books, tapes, videos*

School: *study skills, note-taking, reading, French, Spanish, writing skills, punctuality, teachers, counsellors, friends*

Office: *computer skills, typing, stuffing envelopes, telephone skills*

Home and Friends: *following directions, sharing, making requests, attitudes, cleanliness, appearance, parents, relatives, cooperation, loyalty, listening, caring, tolerance*

Volunteering: *interpersonal skills, commitment, knowledge, friends, contacts, references*

Clubs, Sports and Hobbies: *sports, clubs, and hobbies, church groups, cooperation, fitness, self-esteem, coordination, skills, flexibility, stress management, perseverance, practice*

Students will now review their goal charts (Activity Three). Then they will shop for the skills they think might be useful in trying to achieve their goal(s). Next, students should list their purchases on a recipe card. Group members must arrange to take turns minding their stores and doing their shopping.

EVALUATION

Performance may be evaluated according to the level of cooperative behavior demonstrated, the quality of information gathered, and the speed and efficiency with which students set up shop.³

*Please Note: No separate Activity Four Student Exercise is included.

ACTIVITY FIVE

Teacher Notes

JOB SHADOWING

OBJECTIVE

In this Job Shadowing activity students will research the nature and requirements of apprenticeship trades. Where suitable sites are available, students can participate in a half-day Job Shadowing session (guided visit) with a tradesperson.

PURPOSE

The purpose of this activity is to give students familiarity with a job site. Besides the intellectual and physical opportunity to experience an actual work environment, students will also be exposed to a valuable career exploration skill — information interviewing.

Apprenticeship trade occupations were the chosen focus for Canada Career Week 1989. Although students may be more interested in other occupations they should be encouraged to participate in researching one of the trades.

CLASS TIME

Allow 40 minutes for student classroom preparation. Job Shadowing sessions may be arranged at a time beyond Career Week, for a duration of approximately a half-day, including transportation time.

PREPARATION

Alberta Career Development and Employment is asking trade employers to contact their local junior high schools and arrange Job Shadowing visits. For further information contact the "Career Hotline" at 422-4266 or Zenith 221-40.

The following steps should ensure a successful Job Shadowing project:

- obtain approval of school administration (job site visits may be considered as field trips)
- photocopy and distribute the Apprenticeship Trades list to students
- recruit several parents to help students do research and initiate contacts



Know how your equipment operates.

- have participating students complete a parental consent form
- advise Job Shadowing site contacts about the objectives of the program (you may want to provide them with the student interview sheets)
- pair or group students for research and job site visits
- hold informal discussions with students as they hand in their research or Job Shadowing reports
- send thank-you letters, or give follow-up telephone calls to interview subjects and Job Shadowing sites

EVALUATION

Students may participate in and be evaluated on this Job Shadowing activity on several levels:

- as a research assignment
- as a homework assignment in which students interview a friend or relative who is a tradesperson
- as a research assignment and report on an actual Job Shadowing visit

ACTIVITY FIVE

Teacher Notes

SAMPLE APPRENTICESHIP TRADES⁴

NAME OF TRADE	DESCRIPTION
Auto Body Mechanic	Repairs and refinishes automobile bodies
Baker	Makes bread, pastries, cookies, and cakes
Barber/Beautician	Cuts, trims, waves, and colors hair; gives facial treatments
Cabinetmaker	Builds custom or production-type fixtures and furniture of wood and wood substitutes
Carpenter	Works with wood and wood substitutes in the construction of buildings and other structures
Communication Electrician	Installs, services, and repairs telephone equipment and related communication systems
Cook	Prepares food and meals in hotels, restaurants, and institutions
Floorcovering Mechanic	Installs many types of resilient and carpet floor coverings in buildings
Heavy Duty Mechanic	Services and repairs construction and other heavy industrial mobile and stationary equipment
Instrument Mechanic	Maintains, services, repairs, and installs measuring and control instruments used in process industries
Landscape Gardener	Grows, installs, and maintains trees, plants and grasses in all environments
Millwright	Installs and maintains machinery in factories and other production plants
Partsperson	Stores and dispenses automotive, heavy duty or farm machinery parts
Power System Electrician	Constructs or maintains electrical utility power system and power station equipment, or metering, protection and control apparatus
Printing and Graphic Arts Craftsman	Prepares, produces, and finishes printed material
Tilesetter	Works with ceramic tile, terrazzo, and marble
Welder	Joins metal by fusion using oxyacetylene flame, electric arc, or other welding processes

ACTIVITY FIVE

Student Exercise

JOB SHADOWING

Completing this Job Shadowing activity will be like getting ready for a day at school or even a day at work.

DIRECTIONS

List some of the things that you do to prepare for school.

Which of the skills that you shopped for in Activity Four might be used now? Which of your strengths might come in handy now? Record these skills and strengths in your notebook.

If you are Job Shadowing with other students or conducting in-person or telephone interviews in pairs or groups:

- Ask only one or two questions each. Decide which questions each of you will ask before you conduct the interview. (This will mean that your tradesperson will not need to answer the same question twice.)
- Listen to your tradesperson for possible answers. Observe the physical and social job environment. Record what you hear and see.

JOB SHADOWING QUESTIONNAIRE

Use the following questions to conduct Job Shadowing interviews. Record the answers you get in your notebook.

- 1) Name of person being interviewed?
- 2) Company name?
- 3) Address and phone number?
- 4) When you were 12 or 13 years of age:
 - a. What did work mean to you?
 - b. Were there pressures on you to follow a particular career?
 - c. Did you have a career fantasy?

- 5) As part of your job do you
 - work alone?*
 - work with people?*
 - travel?*
 - work outdoors?*
 - use numbers?*
 - use tools?*
 - read and write?*
 - help others?*
 - face danger?*
 - lift things?*
 - use machines?*
 - wear a uniform?*

- 6) To be prepared for your job, would I find it helpful to study

<i>physics?</i>	<i>mathematics?</i>
<i>language arts?</i>	<i>typing?</i>
<i>French?</i>	<i>social studies?</i>
<i>history?</i>	<i>chemistry?</i>
<i>biology?</i>	<i>other?</i>

- 7) What do you like the most about your work? Least?
- 8) Are there social benefits to your job?
- 9) What would happen if no one did your kind of work?
- 10) How does it make you feel when your co-workers ask for your help or advice?

STUDENT SUMMARY

Write one or two paragraphs about what you have learned. What aspects of this trade do you like? Dislike?

Write a thank-you letter to the tradesperson you interviewed.

FOLLOW-UP

Compare information gathered during your Job Shadowing Activity with your notes from Activities One, Two and Three. Given what you have just experienced, describe how you would modify your fantasy and your goals.

ACTIVITY SIX

Teacher Notes

VOLUNTEERS

OBJECTIVE

Students will apply their knowledge and research skills to the task of creating a volunteer goal chart. Actual participation in volunteer work may take place as an enhancement activity over the school year or summer vacation.

PURPOSE

The purpose of this activity is to expose students to the social, personal, and career benefits of volunteerism.

CLASS TIME

Allow 40 minutes for discussions. Assign drafting of a volunteer goal statement for homework.

PREPARATION

Conduct a class discussion based on the following questions. Have students record their responses under appropriate headings in their notes.

SAMPLE QUESTIONS AND ANSWERS

1) *What benefits would an employer get by hiring volunteers?*

- *new ideas*
- *completion of extra projects*
- *enhanced community relations*
- *supervisory training for employees*

2) *How do volunteers benefit?*

- *meet new friends*
- *gain opportunity to explore an interest or*

occupational-area in an informal, low-stress way

- *develop skills*
- *learn effective self-management (punctuality, cooperation, etc.) and interpersonal skills (listening, communicating, etc.)*
- *gain references for more complex volunteer jobs, entrance to training programs, scholarships and bursaries*
- *gain opportunity for feedback from people outside family and friends*
- *increase self-esteem*
- *gain sense of purpose and belonging*

3) *What qualities do the best volunteers have?*

- *list qualities of good employees*
- *specific, practical, non-altruistic motivation (exchange of training or a service for volunteer time)*
- *can commit an appropriate amount of time to the volunteer activity*

Form students into groups and have them list their hobbies, interests, and skill development needs as well as appropriate community sites for volunteer work.

EVALUATION

Evaluation may be based on the following factors:

- *congruence with the interests and abilities that the student identified in previous Career Week activities*
- *inclusion of practical strategies for dealing with issues such as transportation, time scheduling, and individual student abilities*
- *tenacity and courtesy in exploring possible volunteer sites*

* Please Note: No separate Activity Six Student Exercise is included.

Footnotes

1. Hobbs, *Time Power*.
2. Magnussen and Redekopp, *The Components of Adaptability for Transitions: Competence, Self-management and Salience*.
3. Consult junior high school teacher resource manuals and approved teacher's guides for group evaluation checklists.
4. Alberta Career Development and Employment.

Further information is available from the Career Hot Line.



Use caution when operating machinery.

References

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